



YEAR 2 – Maths & English Overview 2024-25

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	Opposites Attract <i>7 weeks 2 days</i>	Hats of Faith <i>7 weeks</i>	Can We Fix It? <i>6 weeks</i>	Slither, Sprint, Soar <i>6 weeks</i>	Memories <i>5 weeks</i>	Little People Big Dreams <i>7 weeks 3 days</i>
Maths To cover all statutory requirements outlined in the National Curriculum. Number Shape Time and Position Measure Statistics	Place Value Addition & Subtraction Shape Position and Direction	Place Value Multiplication & Division Fractions (shape) Time Measuring- weight, capacity and temperature	Fractions (number) Shape Time Money	Addition & Subtraction Position and Direction Measuring- height and length Statistics	Multiplication & Division Time Money	Place Value All Four Operations Shape Statistics

Maths throughout the year, using a CPA approach and the Teaching for Mastery Maths Programme:

- Correctly forming digits and spelling number names 0-100.
- Counting forwards and backwards confidently from any number and in steps of 2, 3, 5 and 10.
- Recognising place value and using number facts. Building number fluency.
- Use mathematical language and symbols correctly to compare and order (number, shape, space and measure).
- Understand and use the inverse to check calculations.
- Solve complex problems involving addition, subtraction, multiplication and division in a practical context. Apply number knowledge & develop reasoning skills.

See the National Curriculum, our [Whole School Curriculum Content](#) document and our [Calculation Policy](#).

<p>Reading</p> <p>See the National Curriculum and our Whole School Curriculum Content document and reading guidance/resources on our website</p>	<p>Throughout the year:</p> <p>Word Reading (decoding):</p> <ul style="list-style-type: none"> • Apply phonics knowledge to blend sounds and read whole words. Increasing automaticity. • Recognise alternative pronunciations of sounds when reading words. • Recognise and read Tricky Words (linked to phonic phase). • Accurately read a book aloud. Re-reading to build fluency and practise expression. <p>Comprehension (Reading Toolkit approach)</p> <ul style="list-style-type: none"> • Join in with discussions about books, taking turns, listening to others and expressing opinions. • Develop key comprehension skills using our 'Toolkit' approach. <p>Reading for Pleasure</p> <ul style="list-style-type: none"> • Daily story time. • Weekly library visits. • Weekly read-ins (with parents/guardians/relatives). 	
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<p>Core Books Fiction Non Fiction Poetry</p>	<p>The Tear Thief (PSHE link – wellbeing)</p> <p>George’s Marvellous Medicine</p> <p>Lots (Geography link)</p>	<p>The Proudest Blue</p> <p>Poems Aloud by Joseph Coelho</p> <p>Mr Shaha’s Recipes of Wonder (Science link)</p> <p>Hats of Faith (whole school topic)</p>	<p>Traction Man</p> <p>The Tin Forest</p> <p>A Planet full of Plastic</p>	<p>The Dragonsitter</p> <p>My Beautiful Voice (CoEL link – wellbeing)</p> <p>Poems to Learn by Heart</p>	<p>The True Stories of the Three Little Pigs & Little Red Riding Hood</p> <p>Paddington</p> <p>Mr Shaha’s Marvellous Machines (Toys: History & DT link)</p>	<p>Look Up!</p> <p>Can You Get Rainbows in Space?</p> <p>Michael Rosen’s Book of Very Silly Poems</p> <p>Little People Big Dreams series (whole school topic)</p>												
<p>English To cover all statutory requirements outlined in the National Curriculum.</p> <p>Fiction Non Fiction Poetry</p>	<p>Building vocabulary to explore wellbeing and emotions</p> <p>Using adventurous vocabulary for character descriptions</p> <p>Recipes</p> <p>Fact files</p>	<p>Narratives about personal experiences: Real: Making Christmas decorations</p> <p>Fictional: Diary entries in character role</p> <p>Investigations and Experiments</p> <p>Performance poetry and homophones</p>	<p>Role play – Comics</p> <p>Writing for a purpose: - own comics: character creation & narratives - environmental impact</p> <p>Creative writing: Descriptive writing focusing on settings</p>	<p>Writing for a purpose – emails to recount/narrate</p> <p>Narratives about personal experiences: - pets (real/ imaginary) - ‘my voice’ (resilience)</p> <p>Reciting poems: expression and intonation</p>	<p>Narrative focus – sequencing events, story language.</p> <p>Character descriptions</p> <p>Writing for a purpose: - newspaper reports - instructions</p> <p>Writing about real events- Sports Day</p>	<p>Setting descriptions</p> <p>Writing for a purpose - letters to inspirational figures</p> <p>Personal autobiographies (link to Y3 transition)</p> <p>Exploring and writing funny poetry: rhythm & rhyme</p>												
<p>Writing including Spelling, Punctuation and Grammar See the National Curriculum and our Whole School Curriculum Content document</p>	<p>Throughout the year:</p> <ul style="list-style-type: none"> • Form lower case and capital letters correctly (spacing, size, orientation and letter formation). Start joining letters to promote fluency. • Applying phonics knowledge to spell words, including alternative spellings of sounds (daily phonics lessons). • Correctly spell Tricky Words (linked to phonic phase) and days of the week correctly. • Apply suffix rules to spell longer words. Spell contractions and homophones correctly. • Use past and present tense correctly. • Use conjunctions to add detail and expanded noun phrases to describe. • Use sentences with different forms: statement, exclamation, question and command. • Punctuate writing with capital letters, full stops, exclamation marks, question marks, possessive apostrophes and commas in a list. • Plan what they want to write about: discuss, note down key ideas and vocabulary. • Build ‘flow’ of writing: sentence by sentence. • Evaluate writing with peers/teacher. Re-read to check for sense: amend errors and make improvements. • Read own writing aloud, clearly and with intonation to make meaning clear. 					<p>Conjunctions</p> <table border="1"> <tr> <td>and</td> <td>but</td> <td>so</td> <td>or</td> </tr> <tr> <td>when</td> <td>because</td> <td>if</td> <td>while</td> </tr> <tr> <td>although</td> <td>however</td> <td>before</td> <td>after</td> </tr> </table>	and	but	so	or	when	because	if	while	although	however	before	after
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